**Elizabeth Stevenson - Millbrook HS Visual Arts - Part 1 Literacy Information, Task 3**-*Review the PDF from the National Institute for Literacy - this document will provide succinct information about Decoding, Morphology, Fluency, Vocabulary, and Text Comprehension.*

I reviewed the following website:

[http://lincs.ed.gov/publications/pdf/adolescent\_literacy07.pdf](https://arts-education-wake.wikispaces.com/Literacy+in+the+Arts)

I was immediately pulled into this document be the introductory statement that said how adolescents entering adulthood in this day and age will be using and needing more literacy skills than ever before in history. When I think of 21st century skills I usually think about technology and often take for granted that one needs strong literacy skills in order to navigate that great sea of technology and information! I found some of the information in this document to be quite technical (i.e. decoding, morphing, etc) but was pleased by some of the very practical suggestions and guidelines including: identifying challenging content-area words *before* lessons, then introducing them with repetition and an emphasis on pronunciation.

I liked the idea of asking open-ended questions and requiring students to use the new words in their responses. One aspect of this document I found particularly useful was the “What do good readers do?” followed by the “What challenges do adolescent readers face…”. I liked this format and the way it modeled methods for teachers. The emphasis on using students’ prior knowledge when introducing new vocabulary was logical and helpful. Utilizing prewriting and not underestimating the influence that we, their teachers, have on student motivation also struck a chord with me.

Of particular (and somewhat surprising) concern to me is how students at every socioeconomic level “are struggling with learning academic content because they cannot read and write at grade level.” Literacy competency really is a whole school issue. I felt that this document did present some useful strategies for content-area teacher that are research-based. The effectiveness of direct instruction, modeling and guided and independent practice are a huge component of student success. Ultimately, a stronger reader will perform better in our individual content areas so it makes sense to foster this in all our students.